

STATE NORMAL SCHOOL
LOWELL, MASSACHUSETTS



FIFTEENTH YEAR

1912 - 1913

APPROVED BY
THE STATE BOARD OF PUBLICATION.



Digitized by the Internet Archive
in 2015



STATE NORMAL SCHOOL.

State Board of Education.

	TERM EXPIRES
FREDERICK P. FISH, Chairman, 84 State Street, Boston, . . .	1913.
MISS SARAH LOUISE ARNOLD, 9 Crescent Avenue, Newton Center, . .	1912.
MRS. ELLA LYMAN CABOT, 190 Marlborough Street, Boston, . . .	1913.
SIMEON B. CHASE, Fall River,	1912.
LEVI L. CONANT, Worcester Polytechnic Institute, Worcester, . .	1914.
THOMAS B. FITZPATRICK, 104 Kingston Street, Boston,	1914.
FREDERICK W. HAMILTON, Tufts College, Tufts College P. O., . .	1913.
PAUL H. HANUS, Harvard University, Cambridge,	1914.
CLINTON Q. RICHMOND, North Adams,	1912.

Commissioner of Education.

DAVID SNEDDEN, . Room 500, Ford Building, 15 Ashburton Place, Boston.

Deputy Commissioners.

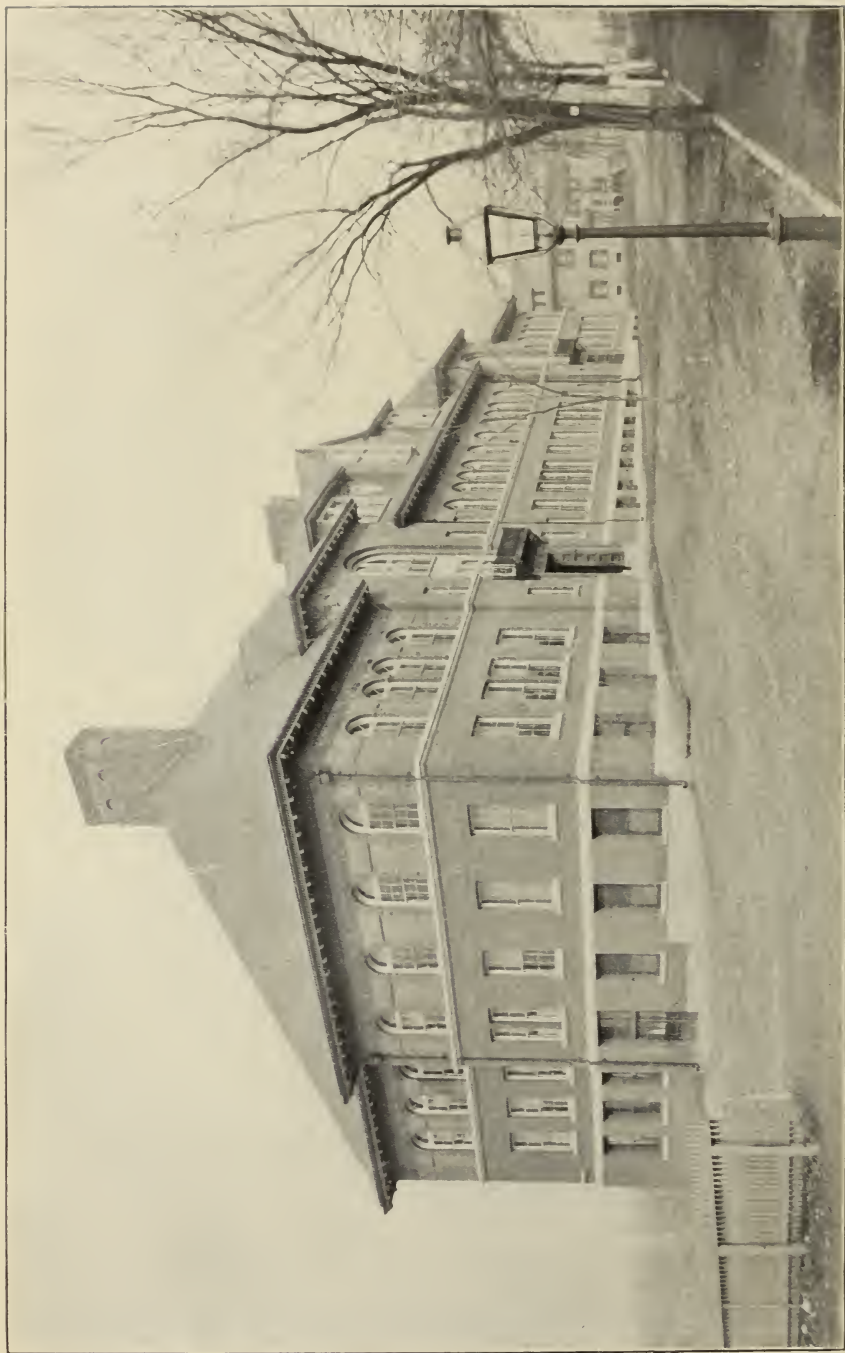
WILLIAM ORR, Room 500, Ford Building, Boston.
 CHARLES A. PROSSER, Room 509, Ford Building, Boston.

Agents.

JAMES W. MACDONALD, Stoneham.
 JULIUS E. WARREN, 875 Main Street, Worcester.
 CHARLES R. ALLEN, Room 509, Ford Building, Boston.
 RUFUS W. STIMSON, Room 702, Ford Building, Boston.
 EDWARD C. BALDWIN, Room 500, Ford Building, Boston.
 MICHAEL W. MURRAY (*Special*), Room 702, Ford Building, Boston.

Visitor.

PAUL H. HANUS.



BARTLETT — MODEL SCHOOL.

Instructors.

CYRUS A. DURGIN, PRINCIPAL,		<i>Psychology.</i>
CLARENCE M. WEED,		<i>Nature Study.</i>
JOSEPHINE W. CHUTE,		<i>Drawing.</i>
MIRION H. MILNER,		<i>Physical Education and Voice</i> <i>Training.</i>
SARAH E. LOVELL,		<i>English.</i>
ALBERT EDMUND BROWN,		<i>Music.</i>
CHARLOTTE M. MURKLAND,		<i>Supervisor of Practice.</i>
WILLIAM E. RILEY,		<i>Penmanship and Reading</i> <i>Methods.</i>
ELIZABETH M. HUMPHREY,		<i>Assistant Physical Education.</i>
BLANCHE A. CHENEY,		<i>History, History of Educa-</i> <i>tion, Civics.</i>
— — — — —		<i>Geography and Mathematics.</i>
ETHEL E. KIMBALL,		<i>Secretary and Librarian.</i>

Practice Department.

Bartlett Training School, Lowell.

HERBERT D. BIXBY,		PRINCIPAL.
BELLE A. PRESCOTT,		Ninth grade.
FRANCES CLARK,		Eighth grade.
AMY L. TUCKE,		Eighth grade.
ALICE D. SUNBURY,		Seventh grade.
KATHLEEN E. DRISCOLL,		Seventh grade.
BELLE F. BATCHELDER,		Sixth grade.
SARA E. AMES,		Sixth grade.
MARIA W. ROBERTS,		Fifth grade.
KATHERINE FARLEY,		Fifth grade.
A. GERTRUDE STILES,		Fourth grade.
IVAH M. CONNELL,		Fourth grade.
BRIDGET K. SMITH,		Third grade.
BERTHA M. SHERBURNE,		Second grade.
ELEANOR J. LE LACHEUR,		Second grade.
ESSIE E. ROCHE,		First grade.
E. BELLE PERHAM,		First grade.
HELEN W. NOYES,		Principal of kindergarten.
EDITH A. ANDREWS,		Assistant.

New Moody Street Training School, Lowell.

ADDIE B. MERRILL,	.	.	.	.	.	Third grade.
GRACE C. DELANEY,	.	.	.	.	.	Third grade.
ANNA I. CASSIDY,	.	.	.	.	.	Second grade.
MARY E. SNOW,	.	.	.	.	.	First grade.
MAUDE M. HARDY,	.	.	.	.	.	First grade.

Lexington Avenue Training School, Lowell.

CARRIE M. HART,	.	.	.	.	.	.	TEACHER.
-----------------	---	---	---	---	---	---	----------

North Tewksbury Training School.

TIRZAH SWIFT MORSE,	.	.	.	.	.	TEACHER.
---------------------	---	---	---	---	---	----------

The School Calendar.

1912.

Graduation.

Tuesday, June 18.

First Entrance Examinations.

June 20 and 21.

Midsummer Vacation.

Second Entrance Examinations.

September 3 and 4.

School Year Begins.

Thursday, September 5.

Thanksgiving Recess.

November 28 and November 29.

Christmas Recess.

December 21 to January 6.

1913.

First term ends, Friday, January 24.
Second term begins, Monday, January 27.

Spring Recess.

March 28 to April 7.

Patriots' Day.

April 19.

Memorial Day.

May 30.

Graduation.

June 17.

First Entrance Examinations.

June 19 and 20.

Midsummer Vacation.

Second Entrance Examinations.

September 2 and 3.

Special Notice.

The above entrance examinations will begin each day at 8.30 A.M. in the main hall of the school building, corner of Broadway and Wilder Street.

Alumni Association.

MISS IVAH M. CONNELL '07,		<i>President.</i>
MISS LAURA A. LORD '00,		<i>Vice-President.</i>
MISS KATHLEEN DRISCOLL '08,		<i>Secretary.</i>
MR. ERNEST BARR '99,		<i>Treasurer.</i>

Executive Committee.

Class of '99.		
Clotilda A. Delaney.		Mrs. Ellery H. Jenkins.
Class of '00.		
Lydia Mahoney.		Essie Roche.
Class of '01.		
Edith Farrington.		Frances Dalrymple.
Class of '02.		
Gertrude Seede.		M. Eunice Young.
Class of '03.		
Ester M. Greene.		Alice E. Ramsay.
Class of '04.		
Annie L. McKissock.		Minnie Coburn.
Class of '05.		
Mrs. John Gorham.		Margaret Ring.
Class of '06.		
Grace Frye.		Anna Coffey.
Class of '07.		
Olive J. Palm.		Alice L. Prescott.
Class of '08.		
Mary Helena Collins.		Alice Cochrane.
Class of '09.		
Martha Taylor.		Julia Driscoll.
Class of '10.		
Vera Groves.		Annie Koschitzky.
Class of '11.		
Mary Carey.		Nellie Southworth.

State Normal School at Lowell.

Circular of Information.

The Lowell Normal School was established by an act of Legislature approved Jan. 6, 1894. A tract of land about three acres in extent, at the corner of Broadway and Wilder Street, selected as a site by the State Board of Education, was purchased by the city. The school was opened to pupils Oct. 4, 1897, and the exercises of dedication took place June 15, 1898.

The building is situated on high land in the western part of the city, facing the Merrimac River, and, although removed from the noise and bustle of the city, is easily reached by either of two lines of electrics. It is also within easy walking distance of the Boston & Maine station.

ARCHITECTURE.

The building itself was planned with special thought of every convenience, and attracts attention as a model structure of its kind. It is constructed of buff mottled brick, with trimmings of Indiana limestone. It has three stories and a basement, and is one hundred and seventy-eight feet in length, with a depth of seventy-four feet. The entrance consists of a portico which is faced with marble, and the ceiling vaulted. The front and rear steps, buttresses and base course are of Conway granite, and moulded brick is used over the windows.

The basement contains the two manual training workshops, the lunch room, toilet rooms, boiler and engine rooms.

The first floor contains a corridor twelve feet wide, extending from stairway to stairway. The staircases at the ends are constructed of iron. On this story are the principal's room, teachers' assembling room, cloak rooms, four recitation rooms, with adjoining private rooms for the teachers.

The second floor contains the main hall, sixty by sixty-five feet, with four large recitation rooms similarly arranged with private rooms between them.

On the third floor are the laboratories for physics and school gardening, a lecture room, the large gymnasium, thirty-three by sixty-five feet, and a drawing room equally as large, with northern light.

All rooms and corridors are finished with quartered oak. Heating and ventilation are accomplished by a combination known as the fan and gravity system. Each recitation room is supplied with not less than thirty-five cubic feet of fresh air per minute for each pupil, and an equal amount of foul air is withdrawn at the same rate. The rooms in the basement are plastered with Keene cement; all others with adamant.

Aim and Purpose of the School.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school, and the course of studies for the State Normal School, as follows:—

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge, first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

Requirements of Admission.

I. Candidates for admission to any one of the Massachusetts State normal schools must have attained the age of seventeen years complete, if young men, and sixteen years, if young women: must be free from diseases or infirmities which would unfit them for the office of teacher, and must present certificates of good moral character. They must also present detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein.

II. Candidates must present by examination or certificate satisfactory evidence of preparation in the following subjects, 14 units being the requirement for admission. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects*. — Three units.

- (1) English literature and composition, . . . 3 units.

B. *Elective Subjects*. — At least 7 units from the following subjects : —

- (2) Algebra, 1 unit.
 (3) Geometry, 1 unit.
 (4) History, ancient, mediæval and modern, English or American, including civics, . . . 1 unit.
 (5) Latin, 2 units.
 (6) French, 2 units.
 (7) German, 2 units.
 (8) Drawing,¹ 1 unit.
 (9) Physics, 1 unit.
 (10) Chemistry, 1 unit.
 (11) Biology, botany or zoölogy,¹ 1 unit.
 (12) Physical geography,¹ 1 unit.
 (13) Physiology and hygiene,¹ 1 unit.

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (Sub-station 84, New York City) will be found suggestive by the high schools.

C. *Additional Subjects*. — At least 4 units from any of the foregoing subjects not already offered, or other subjects approved by the secondary school towards the diploma of graduation of the applicant.

III. *Examinations*. — Each applicant for admission, unless specifically exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects required under A and B. Examinations in these subjects will be held at each of the normal schools in June and September of each year. Candidates applying for admission by examination will present credentials or certificates from their schools to cover the requirements under C, and will not be given examinations in these subjects.

¹ Half units in these subjects will also be accepted.

IV. *Division of Examinations.*—Candidates for admission to the normal schools may take all of the examinations at one time, and any or all of them may be taken either in June or in September. If the examinations are divided, the candidate will receive no credit for the first examination unless he passes in at least five of the ten units required. Examinations may not be divided between different years.

V. *Admission on Certificates.*—Candidates from public high schools which are on the certificate list of the New England College Entrance Certificate Board, or from public high schools approved by the State Board of Education for this purpose, may be exempted from examination in any of the subjects under A and B by the principal of the normal school on the basis of a record of at least 80 per cent., or B in such subject during the last year in which such subject has been pursued, when the principal of the high school shall have certified his belief that the candidate is able to do satisfactory work in the normal school. Such candidates will present credentials for the subjects under C.

VI. *Admission as Special Students.*—Graduates of normal schools and colleges and persons having had satisfactory experience in teaching may be admitted as special students, under such regulations as the Board may prescribe.

EXAMINATION DATES.

The admission examinations are held at the several normal school buildings in accordance with the following schedule:—

1912.—Thursday and Friday, June 20 and 21; Tuesday and Wednesday, September 3 and 4.

1913.—Thursday and Friday, June 19 and 20; Tuesday and Wednesday, September 2 and 3.

TIMES OF ADMISSION.

New classes will be admitted at the beginning of the fall term only. The studies of the course are arranged progressively from that time; it is important, therefore, that students shall present themselves then for duty. In individual cases and for strong reasons exceptions to this requirement are permissible, but only

after due examination, and upon the understanding that the admission shall be at a time convenient to the school and to such classes only as the candidate is qualified to join.

Expenses.

Tuition is free to all residents of Massachusetts. Each pupil not a resident of this State shall pay tuition to the extent of twenty-five dollars for each half year.

Text-books and supplies are free, as in the public schools.

State aid to a limited extent may be granted to deserving persons after they have been in attendance for at least one term, provided they do not live in towns where the normal schools are situated. Applications for this aid are to be made to the principal in writing, and shall be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

ELEMENTARY COURSE OF STUDY.

The elementary course of study is designed primarily for those who aim to teach in the public schools below the high school grade. It comprises substantially the following subjects:—

I. The study of the educational values of the following subjects and of the principles and methods of teaching them:—

(a) English,—reading, oral and written composition, grammar, rhetoric, English and American literature.

(b) Mathematics,—arithmetic and bookkeeping, algebra, plane geometry.

(c) History,—history and civil polity of the United States and of Massachusetts.

(d) Science,—physics, chemistry, mineralogy, botany, zoölogy, geography, physiology and hygiene.

(e) Drawing, vocal music, physical training, manual training.

II. (a) The study of man, body and mind, for the principles of education; the study of the application of these principles in school organization, school government, and in the art of teaching; the history of education; the school laws of Massachusetts.

(b) Observation and practice.

The time required for the completion of this course depends upon the students. It may not exceed two years for those of satis-

factory preparation and superior ability; for others, three years are needed to do the work properly. In many cases more than two years are insisted upon. A diploma is given when the course is satisfactorily completed.

ENGLISH.

There is no student of English who does not gain from his work the power of self-expression, a keener appreciation of nature, a quickening of the imagination, a deeper insight into human life and a broader outlook upon the world around him. The course in English offers not only this most necessary cultural education, but it also aims to teach the student where to find in literature the necessary material for the child's development, and to offer practical methods for presenting this material to the child.

The work throughout the two years is a correlation of language, composition and literature. The language work begins with "the word," — its history, the use of the dictionary, word-building and pronunciation; the composition work at this time includes papers on the language work and its connection with the early history of England.

The language course for the first year offers a careful drill in the essentials of grammar, and a practical study of those laws of composition and rhetoric which will enable the student to gain a new appreciation of the masters of English style and a renewed desire to imitate these ideals. In the literature work of this year the students must gain from masterpieces of English literature not only a thorough knowledge of their contents, but the power to reveal these treasures to others. This necessitates a knowledge of the author and some acquaintance with his period in literature.

In the second year, besides the advanced composition and methods of teaching, the course seeks to give the students a thorough introduction to child literature. This means a careful study of classic myths, Greek, Norse, and Teutonic, a review of the Arthurian legends, Esop's fables and modern fairy tales. The student must also become acquainted with books dealing with the outdoor world, especially with animal life, and must study and present to the class from a teacher's point of view suggested poems for all grades.

MATHEMATICS.

The end in view is to prepare teachers for the work in arithmetic in the elementary schools; this purpose is kept constantly in mind.

During the junior year the work is largely along the lines of primary and middle grade arithmetic, constant effort being made to secure class room proficiency for students who are to practice during the following year; the closest attention is given to the reasons in arithmetical processes, in order to enable the teacher to substitute her method for stereotyped rules. There is much work at the blackboards by the class as a whole, for the purpose of encouraging work in the open.

Regular text-books are used, and emphasis is placed upon well-arranged and precise written work.

During the senior year the course of study in arithmetic is thoroughly reviewed and discussed. Work of the upper grades is reviewed, largely for the purpose of clearing up difficulties for prospective teachers which were never overcome by them as pupils in the elementary or high schools.

So much time is devoted to algebra as will permit of a review and discussion of definitions and notation, simple equations, fractions, and the method of attacking problems; but these matters are taken up solely for the preparation of teachers of arithmetic.

Definitions and a brief list of fundamental theorems in geometry are covered, but merely with a view to the proper teaching of subjects found in the arithmetic course in elementary schools.

HISTORY AND GOVERNMENT.

Subject Matter.

A discussion of the methods used in teaching history and in the preparation of the work. (Reference books, Hinsdale, Bourne.)

Lesson plans, digests, outlines, map drawings, book lists, and the gathering together of material which will aid the normal school student in teaching history in any or all of the primary and grammar grades of the public school system. (See bulletins prepared for our practice school.)

The historical subjects discussed are as follows:—

Essentials in English and American constitutional history, including social institutions and geographical and racial influences. (See printed outlines published in the Appendix of Hill's "Liberty Documents.")

Also essentials in the history of education. (See topics.)

Local history of the student's town or city. (See printed topics.)

Biography and the influence of leadership upon society.

The use of bibliography. (See printed outlines in Lane & Hill's "American History in Literature.")

The study of government,—federal, State and municipal, the emphasis being placed upon municipal government. (See Hill's "Lessons for Junior Citizens.")

The use of "sources" and literature in relation to history.

Theses upon intensive subjects by individual pupils,—one in history, one in government, one in local history, one in the history of education.

The Purpose of the Course in History and Government.

First, Professional Equipment for "Self-Support."—An exact knowledge of subject matter, so systematized as to aid the teacher in not only knowing and appreciating historical matter, but in presenting it to her pupils, that they in turn may be stimulated to know and to enjoy history. Our study of the histories of England and the United States, and the History of Education, together with the presentation of lesson plans in so called "teaching lessons," illustrates in a measure our efforts along this line.

Second, the Teacher's Relation to Society.—The professional man or woman should so approach his or her work that he or she becomes "conjunctive" in interests. Each teacher should take part in human affairs outside of the schoolhouse as well as inside the class room, contributing to the whole of society as well as to the part. Such spirit and example will make it possible for the teacher to create in the pupil a similar responsibility in promoting the welfare of society of which the pupil is already a part. Our study of government, of local history and especially of municipal government is aimed with such a result in view.

Third, Standards for General Progress.—In order to create in

our teaching force of the future a higher standard and larger outlook, certain specific lessons of cultural value are presented in the history course, as well as subject matter and method: historical stories; the use of beautiful pictures illustrating history, German colored prints, etc.; reference to or use of the "sources" of history; and excerpts from literature, to illustrate history. These are, in so far as possible, added to the more matter-of-fact work upon historical matter and the manner of its presentation in public schools. We also add to the History of Education reading of current educational magazines and works upon educational subjects.

The programme for the coming year consists of four recitations a week for both juniors and seniors. This is an increase of opportunity, and it will, we hope, increase proportionately the amount of efficiency.

Each senior has the privilege of teaching history during her three months of practice work in our training school. Thus the method and theory of the normal school has the opportunity to prove itself serviceable in actual experience.

SCIENCE.

Physics.

During a period of six weeks in the junior year this subject takes the place of arithmetic.

The time is spent in experiment and discussion; the properties of matter, weighing and measuring, the thermometer, the barometer, and introductory matters in connection with sound, light and heat are covered in as matter-of-fact a way as possible, with a view to fitting the student for work in geography and science in the elementary schools.

Gardening and Nature Study.

The course in gardening and nature study covers five periods a week during the junior year. Practical gardening operations are carried on throughout the course, the pupils planting seeds, bulbs and cuttings of many different kinds, and growing them to flower and fruit. These garden experiences are made the basis of much drawing upon paper and blackboard, and of many language les-

sons, both oral and written. Each pupil has an indoor garden and an outdoor garden for her individual use, and assists also in the planting and care of the general gardens.

In addition to the practical garden knowledge thus acquired, the pupils learn much of the botany and chemistry of plant growth.

Considerable attention is given to leading the pupils to a workable knowledge of the trees, birds, wild flowers and other living things. The point of view is that of use in the grades, though considerable technical knowledge is acquired incidentally. Opportunities for expression through language and drawings are given throughout the course.

The school is rapidly developing special collections of the trees, shrubs and perennial flowers which may be used to best advantage in school work and for general planting.

GEOGRAPHY.

The subject is studied by the project method. The object is to show: (1) man's dependence on physical conditions; (2) man's overcoming certain physical conditions; (3) to train students to teach this geography to the grades.

A study of any continent by the project method involves a study of large geographical units which include both history and physiography, but man's relation to his environment must be kept in the foreground.

DRAWING.

The course in drawing aims to acquaint the student with the subjects that are taken up in the public schools, and to enlarge æsthetic feeling and appreciation.

The principles underlying freehand drawing are carefully studied and carried out with pencil, colored crayon, water color or in black-board drawings. These are applied, too, in illustrative sketches.

Design is studied not only for its underlying principles and historic foundation, but also that it may be applied satisfactorily in book covers, tooled leather, metal, stencils and embroidery.

Color scales to show hue, value and intensity are made; color analysis and harmony are considered whenever possible in carrying out designs, in talks on house furnishings and dress and in land-

scape compositions. Picture study is taken up also in connection with composition and color.

Five-minute sketches are required at frequent intervals, that a constant quick review may be carried on.

The students follow the work in drawing during their practice period, working with the regular and special teachers and conducting lessons themselves.

PSYCHOLOGY.

This course aims to equip the student with the elementary principles of teaching, the fundamental psychological processes which have to do with learning receiving special attention.

While the work tends to increase and to broaden the student's knowledge of general psychology, the point kept constantly in mind is the professional aspect of the subject.

Considerable time is given to the central nervous system, showing the physiological basis of mental activity. Attention, perception, conception, memory, imagination and habit are discussed with special reference to their development in children. Feeling and emotions, volitions, and temperament, in its relation to teacher and pupil, also receive attention.

In the training school, classes of children taught by skilled instructors are observed by the students. These observation lessons illustrate, in practical teaching, the specific principles taught in the theory classes, and give an excellent foundation for the practice work which follows.

While several texts are in constant use, more time is given to illustration by the students, from their own experience, of elementary facts of educational psychology, than to the usual class room recitation. Four periods a week during the senior year are devoted to this course.

PHYSICAL EDUCATION.

In this department the work is two-fold, — to develop physical strength, health and endurance in the student, and to prepare her with a great variety of exercises, that she may be able to interest all classes of children and meet the varying needs of each individual pupil. The work is varied: it consists of the study of the principles

of the Swedish system of gymnastics and the practical work in the gymnasium covering the following subjects, — free movements, general developing exercises, gymnastic games for the schoolroom and the playground, story plays, drills and folk-lore dances. Outdoor work on the school campus, tennis, etc., are also part of the course. During the senior year the students conduct gymnastic exercises as practice in teaching.

READING AND VOICE TRAINING.

How to read, how to teach reading. It is the aim in this course to secure the ready apprehension of thought and feeling from the printed page, to cultivate the power to give correct expression to thought and feeling, to secure an acquaintance with good reading and to create and foster a love for it.

There is no “only way” of teaching reading. Students are taught the practical use of the alphabet, word, sentence and phonic methods, how to use the dictionary, the study of diacritical marks and pronunciation. Story-telling for children is carefully studied, also the dramatization of the story for public school work.

It is extremely important that the teacher should cultivate a quiet, well-modulated manner of speech; her pupils are insensibly affected by it. Voice is the greatest instrument of expression, and much time is given to breath control, correction of faults in use of voice, tone placing, articulation, flexibility and resonance.

MUSIC.

Music ranks as the highest of the fine arts, as the one which, more than any other, ministers to human welfare. — *Spencer*.

Music is at once a language, a science and an art. As a language of the emotions, music has a powerful influence upon susceptible childhood; as an art it is manifested in the skillful and intelligent rendering by the children of a beautiful song; the science of music appropriate to the early grades is concerned only with sight singing. The child is aroused to musical activity by the appeal of the language of music; by applying the elementary science he learns to sing at sight, through a knowledge of rendering he learns to interpret musical meaning, and thus to reproduce in turn the language of music. The object of music in public education is to develop in the child: —

A love for good music. A musical and expressive voice, within the limits imposed by nature, and a good physique as a result of correct singing.

The ability to sing songs at sight and render them understandingly.

The Course.

The course in music is intended to equip students with a thorough working knowledge of music and methods as applied to public education, so that they may co-operate intelligently with supervisors, or successfully conduct the work in music in schools where there is no supervisor.

The essentials upon which the course is based are:—

(a) *Musical Conceptions.*—Through a knowledge of good melody and its essentials.

The folk-song, all nationalities; the ballad.

The art song, the comic opera, the grand opera, the oratorio, and kindred forms, the instrumental shorter forms, the sonata and symphony.

(b) *Voice Training.*—The essentials of good tone quality.

Breathing, the direction of the tone, the open throat.

Pronunciation and enunciation.

The registers.

The boy's changing voice.

(c) *Sight Singing.*—A thorough knowledge of the intervals.

Classification of intervals.

All keys and key signatures, major and minor.

Of all chromatic tones, of the characters used to represent them.

All the principles of time.

Measure formations.

The elements of form.

PENMANSHIP.

This subject is studied by the project method. The students are trained, first, to write a good business hand at a commercial rate of speed; and, second, to teach the children in the grades to write a good business hand.

We submit a sample of the writing of a pupil when she entered the school and another at the end of her junior year. These we consider fair samples.

Elizabeth Jacobs.

He's here in double trust:

First as I am his kinsman and his subject,
Strong both against the deed. Then, as his host

Elizabeth Jacobs Lowell Normal School.

It is not so much the amount of practice, as the kind of practice that counts.

It is the constant effort to acquire precision that leads to successful writing.

NOTE. — The Palmer Method is used as the basis for this work.

Special Courses for Teachers.

Teachers of several years' successful experience, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal and of the Board of Visitors, select a course of study, and when such course is successfully completed they shall receive certificates for the same.

Special Course for College Graduates.

Graduates of colleges and universities, who give evidence of maturity, good scholarship and of aptness to teach, may, with the consent of the principal of the school and of the Board of Visitors, select from the above curriculum of study a course which may be completed in one year, and when such course is successfully completed they shall receive a certificate for the same.

Teachers of successful experience, who bring satisfactory testimonials, may also receive a certificate under similar conditions.

Schools of Observation and Practice.

The Bartlett School is on Wannalancit Street, Lowell, and may be reached by two lines of electric, — the Broadway and the Pawtucket Street.

Section I. of the agreement made by the State with the city of Lowell reads as follows:—

The city of Lowell agrees: 1. To the use of the Bartlett School by the normal school as a school of observation and practice, and the use of such other schools as may be needed for additional practice schools.

The building occupied by the Bartlett School is described in the report of the school committee as follows:—

The new Bartlett School building is not only the largest, but, as might be expected of the newest, is the finest of our grammar school buildings. It is quite plain architecturally, nothing whatever having been wasted for show, but within is a model of convenient arrangement. The side hill upon which it is built made it easy to have the basements exceptionally high and well ventilated. On the two floors above wide corridors run the whole length of the building, with two wide entrances from the

street for the first and two spacious stairways for the second. The upper floor is occupied by a handsome and well-lighted hall, capable of seating twelve hundred persons, with smaller rooms at each end which might well be fitted up for museums or for similar uses. The building is, of course, supplied with all the usual modern appliances in the way of ventilation, adjustable seats for pupils, store rooms for books, office for the principal with telephone connections with all the rest of the building, parlor for the teachers, etc.

In the fall of 1910 six primary rooms were taken on for practice in the New Moody Street School in Lowell, thus giving much-needed opportunity for training in primary grades.

At the same time the Lexington Avenue School was taken into the training school system. This school, while within the city limits, is, strictly speaking, an ungraded school.

There is also in the town of North Tewksbury an ungraded school used for observation and practice.

Thus it will be seen that the practice facilities of the State Normal School at Lowell cover nearly all features of grade school work which the normal graduate may meet after taking up her work.

Special emphasis is placed upon this side of the normal school work. The conditions met by the pupil-teacher in her practice work are those of a regular public school, both in instruction and in discipline.

General Information.

The Lowell Normal School is always open to those interested in its work, and extends a cordial invitation to teachers, school committees, superintendents and parents, to investigate its methods, attend classes, or to inspect the buildings at any time.

There is no school session on Saturday.

Superintendents who wish to employ normal graduates are invited to visit the practice schools, where they will find pupil-teachers at work throughout the year.

For catalogues, specimen examination papers, or any special information, address the principal at Lowell.

Riley, Mary Loyola,	Ballardvale.
Riley, Rose Helena,	Ballardvale.
Roberts, Helen Regina,	Lawrence.
Rosatto, Edwina Mary,	Lowell.
Ryan, Mary Clare,	Lawrence.
Ryan, Nora Veracunda,	Lowell.
Scott, Mary Elizabeth,	Lowell.
Shine, Agnes Margaret,	Lawrence.
Smith, Frances Ann,	North Wilmington.
Smith, Mildred Elizabeth,	Lawrence.
Sullivan, Cecilia Eleanor,	Lawrence.
Taff, Sarah Agnes,	Lowell.
Valentine, Agnes Carlyle,	Lawrence.
Wallace, Mary Frances,	Lowell.
Ward, Eva Claudine,	Woburn.
Wickens, Elsie Marion,	Lawrence.
Wood, Cecilia Borgia,	Lowell.

Special Students — 1911-12.

Barnes, Helen Wilson,	Lowell.
Dame, Mabelle Crystal,	South Chelmsford.
Dame, Rubie Lillian,	South Chelmsford.
Dearborn, Louisa Dakota,	Lowell.
Hunking, Blanche Bennett,	Lowell.
Kane, Constance Agnes,	Lawrence.
Melloon, Gladys Louisa,	Lowell.
Naylor, Gladys,	Lowell.
Smith, Grace May,	Lowell.
Snellgrove, Janetta,	Lowell.

